R E P O R T R E S U M E S

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TEACHING INTERNSHIPS-CORE PROGRAM.
MIDWEST TECHNICAL EDUCATION CTR., CLAYTON, MO.
SAINT LOUIS JUNIOR COLL. DIST., MO.
SOUTHERN ILLINOIS UNIV., CARBONDALE

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TO DEVELOP TEACHERS FOR STUDENTS IN SEMIPROFESSIONAL OR CAREER PROGRAMS, THE JUNIOR COLLEGE DISTRICT OF ST. LOUIS AND ST. LOUIS COUNTY AND THE SOUTHERN ILLINOIS UNIVERSITY UNDERTOOK A MIDWEST TECHNICAL EDUCATION CENTER PROJECT, FUNDED BY THE FORD FOUNDATION AND CALLED THE TEACHING INTERNSHIP-CORE PROGRAM. GRADUATE CREDIT, AS WELL AS FINANCIAL HELP, CAN BE OBTAINED FOR THIS PROGRAM, WHICH OFFERS THE FOLLOWING--(1) INTERN TEACHING, (2) OBSERVATION OF MASTER TEACHER METHODS, (3) ORIENTATION TO STUDENT PERSONNEL SERVICES, (4) ORGANIZATIONAL ORIENTATION, (5) CASE STUDIES, (6) FIELD EXPERIENCE, (7) COURSE WORK, AND (8) SEMINARS. THE CANDIDATES MUST BE COMPETENT IN AN ACADEMIC OR TECHNICAL DISCIPLINE RELATED TO TECHNOLOGIES IN AGRICULTURE, BUSINESS, ENGINEERING, HEALTH, AND PUBLIC SERVICE, MUST COMMUNICATE WELL, AND MUST BE AWARE THAT TEACHING (INSTRUCTIONAL RESEARCH AND DEVELOPMENT) IS THE MAIN RESPONSIBILITY OF THE JUNIOR COLLEGE, AS OPPOSED TO SUBJECT RESEARCH AND PUBLICATION IN THE UNIVERSITIES. THE INTERN'S PERFORMANCE WILL BE EVALUATED AND HE IN TURN WILL EVALUATE THE PROGRAM. CONSIDERABLE BENEFIT IS EXPECTED FOR THE SCHOOL, THE TEACHERS, AND THE STUDENTS. (HH)

ED015758

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE JUNIOR COLLEGE DISTRICT OF ST. LOUIS & ST. LOUIS COUNTY

TEACHING INTERNSHIPS·CORE program

JC 680 075

AN MTEC PROJECT

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
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INFORMATION

WITH THE JUNIOR COLLEGE DISTRICT OF ST. LOUIS & ST. LOUIS COUNTY AND SOUTHERN ILLINOIS UNIVERSITY.

(Funded by the Ford Foundation)

A NOTE ON . . .

M
T E
C

. . .is the Symbol for the

MIDWEST
TECHNICAL
EDUCATION
CENTER

WHICH HAS AS ITS PURPOSE: PROVIDING MEANS FOR HELPING TO OVERCOME SHORTAGES OF WELL PREPARED TECHNICAL PERSONNEL FOR BUSINESS, INDUSTRY AND THE PROFESSIONS.

ADDITIONAL INFORMATION ON MTEC CAN BE OBTAINED BY WRITING MTEC, 7508 FORSYTH BOULEVARD, CLAYTON, MISSOURI 63105

DESCRIPTION OF THE FORD PROJECT TEACHING INTERNSHIP-CORE PROGRAM FOR THE PREPARATION OF TEACHERS FOR TWO YEAR POST-HIGH SCHOOL SEMI-PROFESSIONAL OCCUPATIONAL PROGRAMS*

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*A joint project of the Junior College District of St. Louis, St. Louis County and Southern Illinois University, Carbondale, supported by a Ford Foundation grant of $500,000.

JC 680 075

THE JUNIOR COLLEGE DISTRICT OF ST. LOUIS AND ST. LOUIS COUNTY

TEACHING INTERNSHIP-CORE PROGRAM

DESCRIPTION

The Junior College District (JCD) Teaching Internship-Core Program is an MTEC project undertaken with Southern Illinois University (SIU) and funded by the Ford Foundation. The objective is to develop teachers for students enrolled in post-high school semi-professional occupational or career programs. Provisions are included for granting graduate credit for the internship-core which is comprised of the following:

Intern Teaching
Observation of Master Teachers' Methods
Student Personnel Services Orientation
Organizational Orientation
Case Studies
Field Experiences
Course Work
Seminars

CANDIDATES

Persons selected for the program must first of all be competent in either an academic or technical discipline related to occupational programs. In addition, they should be effective as communicators and have a desire to help people who want to prepare for careers in technologies related to agriculture, business, engineering and health or public service occupations.

EMPHASIS

In junior colleges, the faculty emphasis differs with the emphases of university faculties. Pushing back the frontiers of knowledge and publishing findings are major responsibilities of university faculties in addition to the teaching function. Junior college faculty have one major responsibility and that is teaching. Emphasis is placed on quality teaching and its constant improvement. This includes developing better approaches, methods, materials,

and systems and evaluating their effectiveness - in short, instructional research and development.

BENEFITS TO PARTICIPANTS

Participants have the opportunity to benefit in the following ways:

Opportunity to intern under master teachers.

Opportunity to become acquainted with the modus-operandi of the rapidly developing new Junior College District of St. Louis and St. Louis County.

Opportunity to gain knowledge to become more effective as teachers in two-year post-high school occupational or career programs.

Opportunity to gain recommendations of professionals which will assist in obtaining better positions.

Opportunity to gain experience that will assist in professional advancement.

Opportunity to gain financial assistance in obtaining a master's degree.

DISCIPLINES

Disciplines in which participants may intern include the following:

A. Occupational Subject Areas

Agriculture Related

Horticulture

Business Related

Accounting
Advertising
Advertising Design and Commercial Art
Data Processing
Hotel, Motel, and Restaurant Operation
Insurance
Physical Distribution
Retailing
Sales
Secretarial

Engineering and Industry Related

Architecture
Automotive
Chemical
Civil
Electrical
Electronic
Industrial
Mechanical

Health Related

Clinical Laboratory Technology		Medical Office Assistant
Dental Assisting		Nursing
Dental Hygiene		Radiologic Technology
Food Service Supervision		

Public Service Related

Fire Protection	Law Enforcement	Library Service

B. Academic Subject Areas

Biological Sciences	Mathematics	Psychology
English and Speech	Physical Sciences	Social Sciences

FINANCIAL SUPPORT

Participants selected for the program are awarded financial support. Reimbursement is compatible with the JCD salary schedule and is based upon academic preparation and experience.

SELECTION

Selection is based on multiple interviews and involves an evaluation of academic preparation, experience, and the individual's potential as a teacher of students in two-year post-high school occupational or career programs. Final selections are approved by a committee comprised of representatives of the JCD and SIU.

ASSIGNMENTS

Internships are full-time for either 1 semester or 2 quarters. In making assignments to specific JCD campuses, individual preferences are considered, but the final decision is the responsibility of the Selection Committee. Assignment of Master's Degree Program interns is made preferably during the last half of the graduate programs. Satisfactory performance and continuation of career goals compatible with the objectives of the program are required for continued financial support.

SUPERVISORS OF INTERNS

A master teacher of The Junior College District is selected to work with each intern.

Their functions include the following:

Provide the Director of the Ford Project with a proposal and schedule designed to develop the intern's competencies as a teacher. Proposals should include specific course preparations, presentations, and evaluations.

Counsel intern regarding teaching assignments and problems associated with the internship-core.

Assist intern in establishing the contacts necessary during the internship-core period.

Evaluate intern performance and potential.

Coordinate intern JCD Organizational Orientation.

Coordinate intern JCD Student Personnel Services Orientation.

Coordinate intern Field Assignments.

TEACHING

In classes taught by interns, the Supervisors have the final responsibility for the quality and completeness of instruction as well as the accuracy of grades assigned students enrolled in the classes. The intern is responsible to his Supervisor for the preparation, presentation, and evaluation of the classes he is assigned. Because of the scope of the Internship-Core Program, teaching assignments are two-fifths the normal teaching load and include two different courses in which occupational or career program students enroll.

OBSERVATION OF MASTER TEACHERS' METHODS

As a means for providing a better understanding of the inter-relationships of the various disciplines in the occupational or career programs, interns are scheduled to observe a number of different types of classes. These are planned by the intern, but coordinated by the Supervisor. The various types of classes and minimum number of visitations follow:

Developmental Classes	3 sessions
Transfer Classes	3 sessions
Career Classes - in each of the four or five major curricula of the intern's discipline.	1 session for each related curricula.
Academic Classes - interns in occupational subject would observe academic subject matter classes basic to his discipline.	1 session for each academic subject basic to intern's discipline.

STUDENT PERSONNEL SERVICES ORIENTATION

Arrangements for the intern to gain a better understanding of the philosophy, organization and functions of Student Personnel Services are made by the Supervisor working through the campus Dean of Student Personnel Services. The time allocation for this activity is the equivalent of one-half day each week. Interns may use part of this time for research activities in the Student Personnel Services area that are necessary for internship-core Case Studies. Opportunities are included for gaining knowledge of the following:

Registrar and Admissions.

Counseling - includes experience in advising students in occupational or career programs and involves working with both counselors and faculty advisors.

Placement and financial aid.

Public relations work with the schools and community.

Activities - includes experience in assisting the advisor of one student activity in which career students participate during the semester.

ORGANIZATIONAL ORIENTATION

Necessary arrangements for the intern to attend and observe the following to the extent indicated are coordinated by the Supervisor:

	Minimum
JCD Board of Trustees Meeting	1
JCD Divisional Chairmen Meetings	2
JCD Faculty Meetings	All

JCD Professional Standards Committee Meeting	1
JCD Divisional Faculty Meetings of Major Discipline	All
JCD Career Curriculum Advisory Committee Meeting	1

CASE STUDIES

These studies are coordinated by the leader of the internship-core Seminars and may grow out of or be in addition to any phase of the internship-core. They are included as a means for gaining a better understanding of the over-all aspects of occupational or career programs, and are not intended to be in-depth studies. The intern may consider the JCD a laboratory in which he has the opportunity to avail himself of the material and human resources required for the studies. Each intern makes the decision as to his involvement in case studies. Any or all of the following suggestions, or any similar type studies the intern may wish to pursue, may be undertaken:

Case study, based on student personnel records for classes the intern has observed, showing the similarities and differences of students enrolled in Developmental, Occupational or Career, and Transfer programs.

Case study showing the JCD Occupational or Career curricula and the involvement of the intern's discipline.

Chart showing the JCD instructional organization and the involvement of academic disciplines in Occupational or Career curricula.

Case study of the internship-core Field Assignments that show how the intern's discipline is used on the job by recent graduates of Occupational or Career curricula.

Case study of JCD Occupational or Career curricula costs.

Case study of starting salaries of recent JCD Occupational or Career curricula graduates.

Case study of a student learning problem arising out of intern teaching assignments: involves obtaining background information, analyzing the problem, and an evaluation of the solution used in attempting to solve the problem. (Requires the guidance of the intern's Supervisor and a counselor.)

Case study of the effective techniques for teaching that the intern learned during the internship-core.

Critique by a person employed as a semi-professional of a unit of instruction prepared by the intern.

Case study of JCD Audio-Visual equipment and facilities.

Prepare an annotated list based on JCD faculty recommendations of sources for information of value to teachers of students in Occupational or Career Programs.

Enroll in a JCD Occupational or Career course of choice. (No tuition charged for interns.)

FIELD ASSIGNMENTS

Teacher effectiveness in occupational or career programs is contingent upon knowing how specific disciplines apply to specific occupations. Field Assignments are intended to give the intern first-hand knowledge of job requirements by providing opportunities to observe and discuss applications of his specific discipline with persons employed in the occupation.

The equivalent of one-half day a week is allocated for this type of activity. Assignments are customized to meet the needs of individual interns. They include a number of different organizations and a variety of assignments ranging from one-half day to several days in duration. Emphasis is placed on the fact that these assignments are not "extended tours", but rather a means for interns to gain an understanding of the types of problems occupational or career program graduates face. It should also be understood by interns that they will not be paid by the business or organization for the time devoted to Field Assignments.

MTEC will assist in helping to establish the contacts and provide the coordination necessary to develop a list of cooperating organizations for the various occupational or career curricula and the types and duration of assignments available.

COURSES

All participants in the program shall have completed two courses relating to post-high school technical programs. In those cases where they have not been completed prior to the

internship, arrangements may be made to teach them at a JCD campus. Tuition and book fees are to be paid by the intern. The courses are:

Community College (SIU Hi. Ed. 565-4 or equivalent)	Technical Education (SIU Ind. Ed. 485-3 or equivalent)

SEMINARS

Seminars are scheduled on a weekly basis for a period of two hours. The objective is to provide an opportunity for informal discussions of issues concerning post-high school occupational or career programs. Decisions regarding the specifics on topics or problems for discussion will evolve out of the intern group under the direction of the Seminar leader. A number of the Seminars may center on the internship-core activities. Other may center on a dialogue with leaders in fields affecting post-high school occupational or career curricula.

EVALUATION

Intern performance and potential will be evaluated for the purpose of assisting interns in their professional development and also to provide data for improving the Internship-Core Program. Evaluators may include:

Supervisor of intern
Dean of Instruction
Students taught by intern
Dean of Student Personnel Services
Field Assignment Supervisors
Seminar leaders
Associate Director, Ford Project - SIU
Selection Committee (Case Studies)

Interns are requested to contribute to the evaluation of the Internship-Core Program by providing a summary and critique of their experiences relating to the following:

Teaching Internship
Student Personnel Services Orientation
Organizational Orientation
Case Studies

Field Experience
Seminars
Ford Project Coordination
Courses - (Community College and Technical Education)

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